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ABSTRACT

The status of Latino admissions, enrollment, and retention in Illinois colleges and universities is summarized. Information is presented on the March 1979 Hispanic population 25 years old and over, by years of school completed, type of Hispanic, and age. Income data for 1978 are also provided. In addition, attention is directed to TRIO program access by Illinois Latinos and the use of standardized testing in Hispanic admissions to Illinois colleges. Recommendations are offered for recruitment and admissions, counseling, financial aid, staffing practices, curriculum, parent and community participation, and research. The recommendations include the following: a bilingual/bicultural recruiter should be available for Latino students; admissions policies should be flexible if bilingual/bicultural students are to overcome the barrier that standardized tests present; counselors for Latinos should be able to communicate effectively with Spanish-speaking students; counselors should help students explore a full range of career and educational opportunities, and not only those offered by vocational schools and nonprofessional programs; and financial aid officers should work with Hispanic organizations in making financial support available to undergraduate and graduate students. (SW)

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# SELECTED TOPICS ON HISPANIC ACCESS TO HIGHER EDUCATION

Testimony presented to the
National Commission on Excellence
in Education by Aspira, Inc. of Illinois

Mr. Carmelo Rodriguez
Executive Director
Aspira, Inc. of Illinois

June 23, 1982

NIE 016 801

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## INTRODUCTION

The purpose of this paper is to provide an overview of the status of Latino admissions, enrollment, and retension in Illinois colleges and universities. The limitations of this paper are many, given the fact that this paper is more so concerned with raising more questions than it can possibly answer. For in the forefront of preparing this paper, comes the realization that inadequate data are available, and given the "implications of existing data," one wonders if the treatment of Latinos in higher education in the state of Illinois is nothing more than an open statement of omission, "We don't discriminate against Latinos here; we just don't have any."

The Latino community continues to be plagued with the ever increasing socio-economic circumstances that make it a perpetual victim to an economic order of domination, and a cultural relationship of assimilation or isolation. What relationship, if any, exists between the role of higher education and the Latino community? One possible option is noted be Dr. Thomas Heaney's "The Function of the University and Community Service":

> The problem of social, racial and sexual inequality cannot be dismissed by the university as though it were none of its concern. The university is part of the problem--an essential link in the stratification process by which inequality is maintained. No education is neutral, and any attempt at a neutral stance is mere posturing. To bury scholarly heads in academic sand does not minimize the devasting social consequences of educational tracking and screening. . .

Education is crucial for the growth and development of the Latino community. Yet, data on education indicates that Latinos suffer most seriously in this area. For example, 17.6% of the Hispanic population 25 years of age and over had less than five (5) years of formal education. Only 40% of the same population had completed high school.[2] The following charts illustrate the educational profile of the Hispanic population 25 years old and over.

Percent of the Hispanic Population 25 Years Old and Over, by Years of School Completed, Type of Hispanic and Age: March, 1979

| Years of School Completed & Age | Total Hispanic | Mexican | Puerto Rican | Cuban | Other Hispanic | Non-Hispa |
|---|---|---|---|---|---|---|
| % Completed Less Than 5 Years of School | | | | | | |
| TOTAL, 25 Years and Over | 17.6 | 23.9 | 14.4 | 6.9 | 6.7 | 2.8 |
| 25 to 29 Years | 8.4 | 11.7 | 2.6 | (B) | 2.1 | 0.5 |
| 30 to 34 Years | 11.8 | 16.1 | 8.6 | (B) | 3.1 | 0.6 |
| 35 to 44 Years | 13.5 | 19.0 | 14.3 | 4.8 | 3.8 | 0.9 |
| 45 to 65 Years | 21.3 | 30.0 | 18.3 | 5.5 | 8.3 | 2.6 |
| 65 Years and Older | 44.9 | 64.3 | (B) | 19.3 | 20.5 | 8.3 |
| % Completed High School or More | | | | | | |
| TOTAL, 25 Years and Over | 42.0 | 34.9 | 38.6 | 50.4 | 60.8 | 68.9 |
| 25 to 29 Years | 57.1 | 50.3 | 59.3 | (B) | 74.3 | 87.3 |
| 30 to 34 Years | 51.0 | 42.8 | 45.0 | (B) | 79.8 | 85.6 |
| 35 to 44 Years | 44.5 | 36.0 | 38.8 | 59.6 | 62.5 | 79.0 |
| 45 to 64 Years | 33.5 | 25.3 | 26.3 | 44.5 | 54.6 | 65.0 |
| 65 Years and Older | 15.9 | 7.1 | (B) | 26.9 | 27.3 | 40.7 |
| % Completed 4 Years of College or More | 6.7 | 3.9 | 4.1 | 12.0 | 13.8 | 16.9 |

B Base less than 75,000

Source: U.S. Bureau of the Census, Current Population Reports, Series P-20, No. 354, Persons of Spanish Origin in the United States: March, 1979, p.5

Years of School Completed by Hispanic 14 Years Old and Over, by Sex, March 1979.

Percent of Years Completed

| Hispanic Population 14 Years or More | Elementary School 8 or less | High School 9-12 Years | College One or More Years | Median School Years | High School Graduate | High School & One or More Years of College |
|---|---|---|---|---|---|---|
| TOTAL | 38.4 | 46.7 | 14.8 | 10.5 | 40.5 | 14.0 |
| Male | | | | | | |
| Total | 37.9 | 45.2 | 17.0 | 10.6 | 39.9 | 16.9 |
| Mexican | 43.2 | 43.2 | 20.4 | 9.9 | 35.1 | 13.7 |
| Puerto Rican | 36.3 | 50.5 | 13.2 | 10.5 | 34.7 | 13.1 |
| Other Hispanics | 26.2 | 47.5 | 26.2 | 12.1 | 53.5 | 26.3 |
| Female | | | | | | |
| Total | 38.8 | 48.1 | 13.0 | 10.5 | 40.4 | 13.0 |
| Mexican | 44.7 | 46.4 | 9.0 | 9.7 | 34.1 | 9.0 |
| Puerto Rican | 38.5 | 51.4 | 10.1 | 10.2 | 36.0 | 10.1 |
| Other Hispanics | 26.9 | 50.0 | 23.1 | 12.2 | 55.9 | 23.0 |

(Source: Ibid., p. 14.)

The social consequences for the Latino community that continue as a result of under-access and mis-education can be depicted by the following series of tables:[3]

Table 1
Median Family Incomes (1978)

| U.S. | Cubans | Chicanos | Blacks | Puerto Ricans |
|---|---|---|---|---|
| $17,640 | $15,326 | $12,835 | $10,879 | $8,282 |

Table 2
Percentage of Families Below Poverty Level

| U.S. | All Hispanics | Cubans | Chicanos | Puerto Ricans |
|---|---|---|---|---|
| 9.3% | 21.4% | 15% | 18.9% | 38.9% |

Table 3
Percentage of Families in the Lowest and Highest Yearly Income Brackets

Less than $4,000

| U.S. | All Hispanics | Cubans | Chicanos | Puerto Ricans |
|---|---|---|---|---|
| 6.3% | 10.4% | 8.9% | 9.1% | 16.1% |

$25,000 or More

| | | | | |
|---|---|---|---|---|
| 22.4% | 9.7% | 15.9% | 8.9% | 6.3% |

Selected topics on Latino access to Illinois colleges and universities does not incorporate a wholistic methodology or analysis in researching this topic. In reality, this paper only focuses upon four major themes within a wide range of factors prevalent in Latino access and retention in Illinois colleges and universities. Other factors which are not focused upon in this paper but which need to be researched and addressed are:

1) Latino student push-out/drop-out in Illinois high schools and its implication to Latino access to Illinois colleges and universities;
2) Socio- and psycho-linguistic components of language and its relationship to anglo culture and institutions;
3) Cross-cultural training, counseling, and curriculum geared toward enhancing inter-group development as a means of recruitment;
4) Financial aid and the socio-economic reality of the Hispanic student;
5) University staffing and Latino professional mobility within the educational "system;" and
6) Community and parental access to university policy-making.

This paper is divided into the following units:

1) Introduction - An overview of the educational conditions of the Latino community.
2) Use of standardized testing in Hispanic admissions to Illinois colleges and Universities which provides various aspects and arguments focusing upon the politics of standardized testing and its impact upon the Hispanic community.
3) Trio Program Access by Latinos in the State of Illinois which focuses upon the under-access and treatment of Latinos in programs specifically designed for the educationally under-prepared.
4) Conclusion - which challenges some aspects of the myth of equal opportunity, affirmative action and the Hispanic student.

5) Recommendations as provided by the Projecto Latino Conference of 1978.

## USE OF STANDARDIZED TESTING IN HISPANIC ADMISSIONS TO ILLINOIS COLLEGES AND UNIVERSITIES

One of the most serious problems affecting Latino higher education access is the use and abuse of standardized testing with culturally linguistic minorities. Standardized tests, although criticized constantly and from a number of different "enlightened" sources, continue to manifest themselves as the primary instruments that determine eligibility and access to colleges and universities. This is particularly true when 1) there are more applicants than available slots, or 2) applications are made to the more elite or professional schools, or 3) those institutions do not support open admissions or multi-criteria admissions.

It is not an accident that standardized testing continues to be one of the more difficult obstacles facing the Hispanic community's effort to obtain quality education in the state of Illinois. This concern has generated a number of reports focusing upon the reliability and validity of such testing and its impact upon cultural and linguistic minority language communities. For example, the Educational Testing Service conducted its own evaluation through their report entitled "Cultural Bias in Testing: Challenge and Response." Another study, by Dr. Benish Hoffman, demonstrated how standardized tests use "ambiguities and misleading language" in order to make their questions inappropriately difficult.[4] Regardless of the findings of these reports, as well as the findings of various congressional hearings focusing upon "inherent cultural and socio-economic bias" in standardized testing, standardized tests continue to be maintained and supported as a major determinant in the entry process of the Hispanic student.

Obviously, we need to ask the following questions: How much of that standardized test purports to measure the scholastic aptitudes of Hispanic students, and how much is merely a subterraneous index of the purely linguistic peculiarities of various Hispanic communities?

In 1979, the Hispanic Higher Education Coalition gave testimony to the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor - House of Representatives. Dr. Gary Keller, Dean of the Graduate School, Eastern Michigan University, forwarded two recommendations: 1) that data be gathered by linguistic and cultural minority groupings and that the testing services be required to report scores and norm scores separately for major discernible linguistic and cultural groups, and 2) that the provisions for disclosure of test questions and answers be deleted (from the Weiss bill - H.R. 4949). Dr. Keller argued that through the process of norm grouping, a number of events would evolve: 1) it would protect the Hispanic-American consumer of tests by making the test services accountable for their product, thus facilitating more equal access to higher education; 2) it would enhance more accurate and appropriate use of specific tests by correcting the unwarranted "mystique" surrounding standardized testing; and finally, 3) that nonvalidating and nonpredictive distortion of the test (when used with Hispanic populations) can be eradicated.[5]

It should be noted that the verbal score of any given woman in the GRE (Graduate Record Examination), is converted to a percentile score based on group scores of women. Men are likewise given a percentile score based on male performance. This procedure candidly admits that men as a group are disadvantaged compared to women in the verbal component of the GRE and that normalized scores increase their chance to get into graduate school.[6] Clearly, the adverse effect of this procedure seems to support the maintenance of male domination in academia

and nearly every other sphere of American society: economic distribution, political decision-making access and cultural stratification. Why should cultural and linguistic minority group test scores not be treated accordingly? Adverse conditions, such as low socio-economic standing, increased victimization due to racism and other forms of oppression continue to plague those communities.

In relationship to the Hispanic community, it should be noted that 68.2% of Hispanics enrolled in higher education (in Illinois) are in community colleges (which do not require standardized testing). A crucial question that arises in addition to the tracking system being employed by the high schools is, what relationship, if any, does standardized testing have on the high enrollment of Hispanics in the community colleges? Further, given the density of the Chicago Latino population (14% or 422,063 Chicagoans are Latinos), we find an additional correlation given the fact that 79.2% of all Hispanics enrolled in Illinois community colleges are enrolled in the Chicago city-wide college system (see Appendix 1).

Another dimension concerning Latino access to colleges and universities is regional standardized testing patterns within the northern Illinois area. Census data indicates that Illinois is the fifth largest Latino populated state in the country, with 91.36% of that Hispanic community living within the Northern Illinois domain.[7] One example of the Latino testing pattern in Northern Illinois is illustrated by data collected by the Center for Latino and Latin American Affairs at NIU where there are 173 undergraduate Hispanic applicants for the Fall semester of 1982. Of particular interest is the fact that Latino test scores from the Chicago public school system fared the worst in comparison to Chicago private schools, or, for that matter, surrounding suburban-rural test scores (see Appendix 2). Simply stated, Latinos graduating from the Chicago public schools were twice as likely not to be able to meet Northern's regular admission requirements than those from other school systems.

One other interesting aspect concerning Latino standardized testing patterns is the fact that nearly a third of all Hispanics from the Chicago public school system scoring 16 or below on the ACT would not meet the minimum ACT requirement (that of Illinois State University and the University of Illinois at Chicago) of 12. In comparison, only 7.69% of Chicago private school applicants and 3.13% of Latinos from suburban-rural schools fail to meet that minimum requirement (see Appendix 3).

Thus, the pattern remains clear--Latinos who attend Chicago public schools, in addition to being exposed to a higher degree of drop-out/push-out among peers, are also more likely not to meet minimum entrance requirements as established by the state universities.

## TRIO PROGRAM ACCESS BY LATINOS

## IN THE STATE OF ILLINOIS

According to figures compiled on the race or national origin of degree students enrolled in Illinois colleges and universities for Fall 1981, Latinos accounted for 4.4% or 30,408 students in Illinois colleges and universities (see Appendix 1). TRIO-Special Services Program data (Special Services programs are federally-funded programs designed to address retension problems in higher education) for the state of Illinois, 661 Latinos were served by those programs throughout the state (see Appendix 4). Of particular interest is the fact that although 661 Latinos is indicative of 10.58% of the total population served by Special Services in Illinois, this figure represents only 2.17% of the total Latino enrollment for the state. It is worth noting that Latino under-access to Special Services may, in part, be the result of the distribution of program allocations and priorties within the state. For example, 28.92% of the students served by these programs are within the city of Chicago, as opposed to 71.08% of students outside Chicago where the under-enrollment of Latinos is more extensive.

The following is a breakdown of race or national origin of student enrollment in Special Services in the state of Illinois in 1979-1980:

| | | |
|---|---|---|
| Black | 3187 | 50.94% |
| White | 2005 | 32.12% |
| Hispanic | 661 | 10.58% |
| Asian-American | 368 | 5.89% |
| Native American | 29 | .46% |

Another aspect of Latino under-access to Special Services is the fact that the staffing patterns in these programs reflect the general lack of sensitivity toward the Hispanic community by higher educational institutions and Special Services programs in particular. According to the Midwest Directory of Hispanics in Higher Education--Illinois, we find the glaring fact that fewer than five (5) Latinos are employed by Special Services programs throughout the state.[8]

While it is difficult to assess the relative impact or effectiveness of Special Services programs in relation to the retention of the Latino student, it can be said that given the "revolving door" that many Latinos face in Illinois colleges and universities, the impact is minimal. For example, Northern Illinois University's Special Projects Office is responsible for graduating over 1,500 students during its thirteen (13) year tenure. Of these 1,500 students, fewer than fifty students are Latino. This figure becomes even more distressing when one considers the fact that Northern Illinois University's Special Services program is the largest program in the state of Illinois. According to a recent study by the Center for Latino and Latin American Affairs at NIU, only one Latino out of ten recruited and served by the Special Projects Office at Northern will graduate. It should also be noted that Northern's Special Services Program accounted for 73.74% of the academically dismissed students for the entire state of Illinois Special Services population for the 1979-1980 program year.[9]

In comparison, Northeastern Illinois University Projecto Pa'Lante a university-funded program (as opposed to TRIO-funded program, thus, not included in any of the TRIO program data), focuses on the recruitment and retension of Latino students from Chicago inner-city schools. Since

its original inception, Projecto Pa'Lante has been responsible for increasing the Latino student enrollment nearly ten-fold in ten years. The following chart illustrates Projecto Pa'Lante recruitment results:

BREAKDOWN OF THE FALL ENROLLMENT OF HISPANIC STUDENTS AT NORTHEASTERN ILLINOIS UNIVERSITY 1970-1981

| Term and Year | Cumulative number of Hispanic students enrolled[10] |
|---|---|
| Fall, 1970 | 97 |
| Fall, 1972 | 172 |
| Fall, 1973 | 345 |
| Fall, 1974 | 548 |
| Fall, 1975 | 678 |
| Fall, 1976 | 795 |
| Fall, 1977 | 881 |
| Fall, 1978 | 941 |
| Fall, 1979 | 995 |
| Fall, 1980 | 1052 |
| Fall, 1981 | 951 |

Although Projecto Pa'Lante was instituted as a recruitment program, it became obvious that mere recruitment would not alter the overwhelming educational or support system "deficits" predominant in the Latino inner-city community. These "deficits," often times, have unfortunately been converted into victim-blaming orientations and ideologies by the dominant culture and their institutions in regards to Hispanics or any other cultural and linguistic minority groups. Projecto Pa'Lante has been able to transcend these obstacles (language barrier, cultural and institutional shock, low socio-economic status and inadequate educational preparation) as illustrated by their retention level (54%) and overall graduation of 700 Latino students.[11]

The following chart illustrate how Northeastern Illinois University has evolved as the leading university within Illinois with the highest percentage of enrolled Hispanics.

TOP NINE ILLINOIS UNIVERSITIES WITH THE HIGHEST PERCENTAGE OF LATINO ENROLLMENT, FALL, 1981

| Institution | Number of Latinos enrolled | Total enrollment | Percentage of Latinos |
|---|---|---|---|
| Northeastern Illinois Univ. | 951 | 10,045 | 9.47% |
| University of Illinois at Chicago | 1626 | 21,325 | 7.62% |
| Loyola University | 650 | 14,990 | 4.34% |
| DePaul University | 492 | 13,300 | 3.70% |
| Roosevelt University | 210 | 6,655 | 3.15% |
| Governors State Univ. | 153 | 5,017 | 2.42% |
| Northern Illinois Univ. | 344 | 25,428 | 1.35% |
| University of Illinois at Urbana | 489 | 38,542 | 1.27% |
| Southern Illinois Univ. at Carbondale | 277 | 23,991 | 1.15% |
| TOTALS | 5,372 | 166.834 | 3.22% |

Certainly in overviewing and comparing some aspects between Northern's Special Project Office and Northeastern's Projecto Pa'Lante program, some initial questions come to mind. For example, why has Projecto Pa'Lante's recruitment effort been so much more effective than Northern's? How can a program (Projecto Pa'Lante) which solely recruits from the Chicago inner-city school fare so well in retaining and graduating those students? What is Projecto Pa'Lante doing different in its academic support system program that Northern is not? Do parents play an active role in the support program so necessary in serving Latinos? Surely, these questions and many more can begin to tell the story as to why one program successfully serves the Latino

community and another uses Latino numbers as window-dressing.

Certainly, there exists a wide range of factors which would account for the disparity that exists between the two programs ability to service the Latino student. Inasmuch as a formal evaluation has not taken place, possibly, a credibility gap exists in the interpretation as to why these two programs succeed or fail. Still, the overwhelming differences in results should be accounted for or minimally explained. Therefore, it is note worthy to state that the major difference between these two programs, seems to be the difference of philosophy or programmatic preception of the "nature of the problems" that both programs face and "how to resolve those problems." Projecto Pa'Lante has a history of enhancing Latino development, consciousness and self-pride. Institutional support has also been developed through Projecto Pa'Lante's policy of student advocacy and political-cultural sensitivity to the Latino community. Although at times, this posture has been unfavorable to the institution it has created the necessary wedge by which Latinos are being accessed, retained and graduated.

## CONCLUSION

Although the "war on poverty" has quickly come to an end with the introduction of "Reaganomics" and curtailment, cutbacks of programs designated for the poor, the need to empower the Latino community through education must remain in the forefront of our thinking. Hispanics and others who are critical thinkers must not mistake the fact that under-access to higher education is the solution unto itself. For in reality, under-access reflects a deeper problem within the hallowed walls of academe. This problem cannot be resolved through the numbers of Latinos enrolled in any given institution or for that matter, the entire state. The affirmative action numbers game continues to be, in reality, a blind attempt to re-shape institutional policies and practices through the admission of power-less groups of individuals who are non-accessed to decision-making capacities. Mere numbers of Latinos waiting in undergraduate admissions line cannot begin to impact successfully against institutions who are guilty of practicing institutional racism. Those of us who have been able to transend the educational system, in spite of its many flaws, must redefine our method of working with youth, in order to instill within them not only the desire and skills necessary to attend and complete higher education, thus facilitating the pragmatic need of the Latino and his/her community, but to also equip them with the types of skills that will critically question the role of the institution to the learner and the community where that learner comes from. We must, in addition to the teaching of the 3R's, begin to encourage leader-ship skills within our students that will enhance those struggles prevalent

in that community. Finally, and in short, we must show how the "politics of higher education" and "institutional racism" are both sides of the same coin.

EQUALIZING EDUCATIONAL OPPORTUNITY: RECOMMENDATIONS

Recruitment and Admissions

1. If recruitment efforts are to succeed, they must incorporate a bilingual/bicultural recruiter with whom Latino students can identify and establish a sense of trust.
2. Aggressive recruitment of Hispanic students for college should be underscored by equally strong institutional commitment to provide the essential supportive services needed for successful student retention.
3. Drop-out prevention programs and related activities aimed at the high school student should be vigorously supported and sponsored by community organizations, high schools, and post-secondary institutions.
4. Recruitment activities should include follow-though procedures that encourage potential students and facilitate their efforts in meeting application requirements.
5. If bilingual/bicultural students are to overcome the barrier that standardized tests present, admissions policies must be made flexible.
6. It is to great advantage that admissions and academic program information be made available through non-traditional media aimed at the linguistically different Spanish-speaking communities.

Counseling

1. Counselors employed to advise Latino students should possess the linguistic abilities required to communicate effectively with Spanish-speaking students and the cultural understandings need to establish trust and inspire confidence.
2. Counselors, especially in high school, should guide students in a full exploration of career options and educational opportunities and not automatically and mechanically channel Hispanic students in the direction of vocational schools and non-professional occupations.

3. Counseling at the high school and college level should include career orientation, including related summer programs, directed at motivating and enabling students to pursue professional fields.
4. Career counseling should be coordinated with placement services.

Financial Aids

1. Financial aid officers and counselors should work with national, regional and local Hispanic organizations in making financial support available to undergraduate and graduate students.
2. Counselors and financial aids officers should be aware of the full range of financial aid options available to all students as well as those grants and scholarships specifically intended for minorities.
3. Graduate assistantships should be equitably distributed among students and work study opportunities should be available in keeping with Affirmative Action guidelines.

Staffing Practices

1. Educational institutions on all levels should hire qualified bilingual/bicultural personnel in administrative, faculty, and staff positions in order to provide students with "role models" and to have available the cultural and linguistic expertise needed for program planning and in the instruction of bilingual students.
2. Institutional commitment to equal educational and employment opportunities should be demonstrated by providing employment opportunities based on regular and continuing positions.
3. Inservice training activities aimed at increasing cultural awareness and understanding of minority problems should be an important part of

inservice programs for personnel who provide services for culturally and linguistically different clients.

4. Affirmative action officers should establish lines of communication and appropriate mechanisms for the dissemination of employment opportunity information which utilizes media aimed at Spanish-speaking communities.

Curriculum Practices

1. The instructional staff should include faculty with the linguistic ability and cultural understandings needed to advise students and to provide sound counsel in the planning and implementation of specialized programs and courses.
2. Developmental courses which enable students to acquire basic communication skills are essential if linguistically-different students are to succeed and, therefore, should be strongly supported at all educational levels with qualified staff and at appropriate funding levels.
3. Supportive services, especially in the areas of counseling, tutoring, and financial aids, are essential in providing students equal educational opportunities.
4. Program and course requirements should take into account the possible indiscriminate assessment of bilingual/bicultural student abilities as measured by written examinations, especially standardized tests.
5. Cultural reinforcement courses and programs which enable students to establish a healthy sense of self-identity should be implemented on all educational levels.
6. A positive sense of cultural awareness among Latinos and non-Latinos alike can be reinforced through an extracurricular program which incorporates cultural events -- guest speakers, ethnic entertainment, etc.

7. Institutions of education at all levels should keep up-to-date data on the numbers of minorities served by its programs, dropout rates, and follow-up data as indicators of program success and freely share this information with governmental agencies and community leaders in working cooperatively toward the solution of educational problems.
8. Courses that provide Hispanic students with a culturally accurate historical perspective and which enhance the understandings of non-Latino students should be a part of the regular curriculum at all educational levels.
9. Institutional offices of research and development should encourage and support interested faculty in grantmanship activities aimed at satisfying minority educational needs by providing the technical assistance needed.
10. Appropriate institutional facilities should be made available for extracurricular social activities which help to provide students with a psychologically supportive climate.

Parent and Community Participation

1. Community organizations should coordinate their educational activities with local public schools and post-secondary institutions and participate in inter-institutional organizations like the Midwest Latino Council on Higher Education.
2. Bilingual/bicultural outreach personnel should be employed by post-secondary institutions to help bridge the communication gap between community and school and to facilitate cooperation toward the attainment of community and institutional goals.
3. Community organizations should contribute resources and provide non-academic support mechanisms which assist public schools and post-secondary institutions in their efforts to recruit and retain students.

4. Public schools and colleges should form linkages with programs aimed at Latino community youths.
5. Through newsletters, parent days, and workshops, parents should be made more aware of the importance of education and the educational opportunities available to them and their sons and daughters.
6. Community leaders and organizations together with educators should actively support candidates for elected positions who are sensitive to the rights and privileges of that segment of the population disenfranchised by poverty, minority status, and lack of educational opportunity.
7. Parent education programs should be provided and supported by organizations, public schools, and institutions of higher education.
8. Parents, community leaders, and educators should aggressively support legislation for the adequate funding of activities and programs in the community and in the school aimed at enabling minorities to enter the mainstream of life.
9. Community leaders and organizations should actively participate in activities and promote programs intended to help educators to better understand students' home and community problems and their causes.
10. Community organizations should provide day care activities that provide parents with the opportunity to attend school.

Research

1. To take an inventory of current research and available data relevant to higher education and the educational problems of the Spanish speaking;
2. To generate additional data needed for program planning and the resolution of these problems; and
3. To reproduce and distribute available data with relevant recommendations of interest to institutions of higher education, governmental agencies, and community organizations engaged in planning programs for the Spanish-speaking in Illinois.[12]

Footnotes

1. Heaney, Thomas, The Function of the University and Community Service, Concept paper for the College of Continuing Education - Northern Illinois University, 1978, p. 7.

2. Giachello, Aida L.,Puente, Sylvia, and Andrade, Patricia, PROFILE: Hispanas -- Revealing the Mosaic, 1980, p.12.

3. U.S. Bureau of the Census, Current Population Reports, Persons of Spanish Origin in the United States: April, 1978.

4. Truth in Testing Actof 1979; The Educational Testing Act of 1979, Hearings before the subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor -- House of Representatives Ninety-Sixth Congress, U.S. Government Printing Office, 1979, p. 829.

5. Ibid., p. 832.

6. Ibid., p. 831.

7. U.S. Bureau of the Census, Summary of General Population Characteristics: 1980, the State Standard Metropolitan Statistical Areas, Counties and County Subdivisions Incorporated. Place - Illinois, Summary Characteristics for Governmental Units, 1980, p. 15-32.

8. Midwest Directory of Hispanics in Higher Education -- Illinois, compiled by the Center for Latino and Latin American Affairs, Northern Illinois University, 1981.

9. Special Services - U.S. Department of Education, Final Performance Report, Program Year 1979-1980, VSE Corporation, May 1981, p. F-06.

10. Office of Institutional Studies, Northeastern Illinois University.

11. Projecto Pa'Lante Annual Report, Northeastern Illinois University, May 1982.

12. Baca, Orlando, G., Editor, "Postsecondary Education and the Hispanic Student," Northern Illinois University, DeKalb, Illinois 1978, pp. 12-16.

## Appendix 1

TABLE II-2

STUDENT CHARACTERISTIC DATA

RACE OR NATIONAL ORIGIN OF DEGREE CREDIT STUDENTS ENROLLED IN ILLINOIS COLLEGES AND UNIVERSITIES BY TYPE OF INSTITUTION, FALL 1981

| RACE OR NATIONAL ORIGIN | PUBLIC UNIVERSITIES | | PUBLIC COMM. COLLEGES | | PRIVATE INSTITUTIONS | | ALL INSTITUTIONS | |
|---|---|---|---|---|---|---|---|---|
| | NUMBER OF STUDENTS | % OF TOTAL RESPONDING | NUMBER OF STUDENTS | % OF TOTAL RESPONDING | NUMBER OF STUDENTS | % OF TOTAL RESPONDING | NUMBER OF STUDENTS | % OF TOTAL RESPONDING |
| BLACK NON-HISPANIC | 20,040 | 10.8 | 62,395 | 17.2 | 16,66[illegible] | 12.[illegible] | [illegible] | [illegible] |
| AM. INDIAN OR ALASKAN NATIVE | 446 | .3 | 2,701 | .7 | [illegible] | .[illegible] | [illegible] | .[illegible] |
| WHITE NON-HISPANIC | 149,077 | 80.4 | 253,394 | 72.7 | 129,23[illegible] | 73.[illegible] | 521,[illegible] | [illegible] |
| ASIAN OR PACIFIC ISLANDER | 4,760 | 2.6 | 10,464 | 2.[illegible] | 3,914 | 2.[illegible] | [illegible] | 2.[illegible] |
| HISPANIC | 4,549 | 2.5 | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| NON-RESIDENT ALIEN | 6,426 | 3.5 | 2,377 | .7 | 3,[illegible] | [illegible] | [illegible] | [illegible] |
| SUBTOTALS | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] |
| NO INDICATION | 10,061 | | 24,443 | | [illegible] | | [illegible] | |
| TOTAL | [illegible] | | [illegible] | | [illegible] | | [illegible] | |

* PERCENTAGES MAY NOT TOTAL 100.0 DUE TO ROUNDING.

SOURCE: FALL ENROLLMENT SURVEY

TABLE II-10

STUDENT CHARACTERISTIC DATA

RACE OR NATIONAL ORIGIN OF DEGREE CREDIT STUDENTS ENROLLED IN ILLINOIS COLLEGES AND UNIVERSITIES, BY INSTITUTION, FALL 1981

| INSTITUTION | BLACK NON-HISPANIC | AM. INDIAN OR ALASKAN NATIVE | WHITE NON-HISPANIC | ASIAN OR PACIFIC ISLANDER | HISPANIC | NON-RESIDENT ALIEN | NO INDICATION | TOTAL |
|---|---|---|---|---|---|---|---|---|
| PUBLIC UNIVERSITIES | | | | | | | | |
| BOARD OF GOVERNORS | | | | | | | | |
| CHICAGO STATE UNIVERSITY | 5,648 | 16 | 1,174 | 25 | 183 | 75 | 322 | 7,441 |
| EASTERN ILLINOIS UNIVERSITY | 533 | 10 | 9,593 | 94 | 44 | 124 | 199 | 10,597 |
| GOVERNORS STATE UNIVERSITY | 972 | 12 | 3,557 | 49 | 153 | 63 | 112 | 5,917 |
| NORTHEASTERN ILL. UNIVERSITY | 1,286 | 32 | 7,123 | 617 | 951 | 177 | 53 | 10,345 |
| WESTERN ILLINOIS UNIVERSITY | 1,021 | 15 | 9,818 | 59 | 115 | 451 | 1,819 | 13,297 |
| TOTAL | 9,260 | 85 | 31,323 | 932 | 1,643 | 989 | 2,505 | 46,187 |
| BOARD OF REGENTS | | | | | | | | |
| ILLINOIS STATE UNIVERSITY | 1,399 | 37 | 18,214 | 161 | 122 | 363 | 9 | 20,305 |
| NORTHERN ILLINOIS UNIVERSITY | 1,212 | 76 | 22,474 | 297 | 344 | 529 | 696 | 25,628 |
| SANGAMON STATE UNIVERSITY | 169 | 4 | 2,418 | 31 | 20 | 96 | 907 | 3,645 |
| TOTAL | 2,779 | 117 | 43,106 | 491 | 486 | 988 | 1,612 | 49,579 |
| SOUTHERN ILLINOIS UNIVERSITY | | | | | | | | |
| S I U - CARBONDALE | 1,999 | 88 | 18,752 | 282 | 211 | 1,557 | 1,336 | 23,995 |
| S I U - EDWARDSVILLE | 1,466 | 20 | 8,568 | 83 | 56 | 299 | 415 | 10,906 |
| TOTAL | 3,465 | 108 | 27,320 | 365 | 311 | 1,856 | 1,751 | 34,901 |
| UNIVERSITY OF ILLINOIS | | | | | | | | |
| U OF I - CHICAGO CIRCLE | 3,259 | 95 | 12,960 | 1,529 | 1,626 | 1,355 | 1,769 | 21,593 |
| U OF I - MEDICAL CENTER | 337 | 7 | 1,083 | 311 | 174 | 131 | 0 | 2,043 |
| U OF I - URBANA | 1,190 | 84 | 32,450 | 1,191 | 469 | 1,543 | 3,599 | 40,526 |
| TOTAL | 4,556 | 176 | 47,238 | 3,032 | 2,269 | 3,029 | 5,368 | 64,668 |
| TOTAL PUBLIC UNIVERSITIES | 23,240 | 486 | 149,077 | 4,760 | 4,549 | 5,625 | 13,351 | 195,379 |

TABLE II-10 (CONTINUED)

STUDENT CHARACTERISTIC DATA

| INSTITUTION | BLACK NON-HISPANIC | AM. INDIAN OR ALASKAN NATIVE | WHITE NON-HISPANIC | ASIAN OR PACIFIC ISLANDER | HISPANIC | NON-RESIDENT ALIEN | NO INDICATION | TOTAL |
|---|---|---|---|---|---|---|---|---|
| PUBLIC COMMUNITY COLLEGES | | | | | | | | |
| BELLEVILLE AREA COLLEGE | 685 | 69 | 11,272 | 178 | 105 | 115 | 348 | 12,773 |
| BLACK HAWK COLLEGE - EAST | 14 | 2 | 939 | 1 | 2 | 7 | 45 | 901 |
| BLACK HAWK COLLEGE - QUAD CITIES | 270 | 19 | 5,121 | 177 | 197 | 58 | 568 | 6,623 |
| COLLEGE TOTAL | (284) | (21) | (5,951) | (171) | (199) | (65) | (533) | (7,524) |
| CARL SANDBURG COLLEGE | 101 | 6 | 2,942 | 15 | 37 | 15 | 58 | 3,175 |
| CCC - CITY-WIDE INSTITUTE | 1,396 | 49 | 3,137 | 124 | 211 | 19 | 1,714 | 6,766 |
| CCC - HARRY S TRUMAN (MAYFAIR) | 1,369 | 262 | 5,186 | 1,820 | 1,158 | 62 | 623 | 10,272 |
| CCC - KENNEDY-KING COLLEGE | 8,189 | 525 | 152 | 32 | 113 | 43 | 179 | 9,243 |
| CCC - LOOP COLLEGE | 4,739 | 173 | 1,593 | 676 | 595 | 34 | 332 | 8,242 |
| CCC - MALCOLM X COLLEGE | 5,370 | 206 | 327 | 293 | 337 | 21 | 96 | 6,650 |
| CCC - OLIVE-HARVEY COLLEGE | 5,962 | 361 | 119 | 25 | 132 | 12 | 165 | 6,776 |
| CCC - RICHARD J DALEY COLLEGE | 917 | 69 | 7,183 | 220 | 577 | 58 | 177 | 9,201 |
| CCC - URBAN SKILLS INSTITUTE | 19,659 | 262 | 9,179 | 3,084 | 12,480 | 63 | 253 | 44,980 |
| CCC - WILBUR WRIGHT COLLEGE | 965 | 81 | 7,498 | 532 | 824 | 92 | 330 | 10,382 |
| COLLEGE TOTAL | (48,516) | (1,748) | (34,377) | (6,764) | (16,425) | (423) | (2,917) | (111,171) |
| COLLEGE OF DUPAGE | 129 | 33 | 13,412 | 275 | 149 | 3 | 82 | 13,993 |
| COLLEGE OF DUPAGE, OPEN | 49 | 10 | 8,753 | 114 | 66 | 3 | 6 | 9,202 |
| COLLEGE TOTAL | ( (178) | ( (43) | (122,165) | ( (389) | ( (206) | ( (26) | ( (88) | (123,296) |
| COLLEGE OF LAKE COUNTY | 762 | 25 | 9,887 | 206 | 473 | 5 | 429 | 12,785 |
| DANVILLE AREA COMMUNITY COLLEGE | 270 | 20 | 2,193 | 63 | 37 | 43 | 465 | 3,091 |
| ELGIN COMMUNITY COLLEGE | 113 | 25 | 5,259 | 155 | 167 | 19 | 9 | 5,727 |
| HIGHLAND COMMUNITY COLLEGE | 67 | 4 | 2,166 | 1 | 3 | 23 | 6 | 2,270 |
| ILLINOIS CENTRAL COLLEGE | 167 | 52 | 7,215 | 93 | 53 | 3 | 6,453 | 14,036 |
| ILL EASTERN - FRONTIER | 9 | 6 | 3,597 | 43 | 19 | 5 | 13 | 3,692 |
| ILL EASTERN - LINCOLN TRAIL | 3 | 1 | 983 | 22 | 13 | 5 | 284 | 1,311 |
| ILL EASTERN - OLNEY CENTRAL | 3 | 2 | 1,738 | 45 | 25 | 15 | 516 | 2,344 |
| ILL EASTERN - WABASH VALLEY | 20 | 3 | 1,132 | 82 | 7 | 5 | 1,227 | 2,476 |
| COLLEGE TOTAL | ( (35) | ( (12) | ( (7,450) | ( (192) | ( (64) | ( (25) | ( (2,213) | (10,031) |
| ILLINOIS VALLEY COMM. COLLEGE | 43 | 1 | 4,999 | 45 | 33 | 5 | 1 | 5,227 |
| JOHN A. LOGAN COLLEGE | 246 | 19 | 3,247 | 30 | 20 | 113 | 21 | 3,696 |
| JOHN WOOD COMMUNITY COLLEGE | 59 | 15 | 2,783 | 25 | 13 | 35 | 1,327 | 4,258 |
| JOLIET JUNIOR COLLEGE | 953 | 25 | 8,829 | 153 | 327 | 13 | 311 | 10,611 |
| KANKAKEE COMMUNITY COLLEGE | 553 | 5 | 3,172 | 178 | 29 | 11 | 11 | 3,959 |
| KASKASKIA COLLEGE | 133 | 12 | 2,328 | 12 | 29 | 13 | 1 | 2,528 |
| KISHWAUKEE COLLEGE | 110 | 18 | 3,432 | 67 | 46 | 63 | 41 | 3,743 |
| LAKE LAND COLLEGE | 93 | 20 | 3,656 | 21 | 9 | 23 | 9 | 3,821 |
| LEWIS & CLARK COMMUNITY COLLEGE | 240 | 18 | 4,667 | 16 | 13 | 51 | 293 | 5,298 |
| LINCOLN LAND COMMUNITY COLLEGE | 279 | 11 | 6,355 | 51 | 13 | 15 | 28 | 6,752 |
| MCHENRY COUNTY JUNIOR COLLEGE | 6 | 1 | 4,123 | 15 | 29 | 13 | 83 | 4,270 |

TABLE II-10 (CONTINUED)

STUDENT CHARACTERISTIC DATA

| INSTITUTION | BLACK NON-HISPANIC | AM. INDIAN OR ALASKAN NATIVE | WHITE NON-HISPANIC | ASIAN OR PACIFIC ISLANDER | HISPANIC | NON-RESIDENT ALIEN | NO INDICATION | TOTAL |
|---|---|---|---|---|---|---|---|---|
| PUBLIC COMMUNITY COLLEGES (CONT.) | | | | | | | | |
| MORAINE VALLEY COMMUNITY COLL | 200 | 9 | 9,743 | 77 | 137 | 42 | 1,259 | 11,676 |
| MORTON COLLEGE | 2 | 2 | 3,457 | 45 | 134 | 13 | 121 | 3,774 |
| OAKTON COMMUNITY COLLEGE | 217 | 17 | 10,622 | 518 | 159 | 3 | 233 | 11,739 |
| PARKLAND COLLEGE | 576 | 49 | 7,553 | 70 | 68 | 215 | 29 | 8,564 |
| PEND LAKE COLLEGE | 218 | 11 | 4,970 | 98 | 186 | 33 | 53 | 5,259 |
| RICHLAND COMMUNITY COLLEGE | 43 | 15 | 3,409 | 34 | 8 | 2 | 3 | 3,513 |
| ROCK VALLEY COLLEGE | 334 | 6 | 3,168 | 14 | 14 | 3 | 99 | 3,636 |
| SAUK VALLEY COLLEGE | 289 | 16 | 6,215 | 46 | 82 | 105 | 365 | 7,419 |
| SHAWNEE COLLEGE | 27 | 9 | 2,467 | 51 | 77 | 3 | 143 | 2,776 |
| SOUTHEASTERN ILLINOIS COLLEGE | 390 | 10 | 2,025 | 16 | 4 | 3 | 14 | 2,472 |
| SPOON RIVER COLLEGE | 224 | 5 | 1,507 | 19 | 31 | 147 | 12 | 1,745 |
| STATE COMM COLLEGE OF E ST LOUIS | 1,053 | 5 | 2,122 | 15 | 13 | 5 | 13 | 3,226 |
| THORNTON COMMUNITY COLLEGE | 1,523 | 1 | 19 | 1 | 0 | 3 | 2 | 1,549 |
| TRITON COLLEGE | 1,667 | 11 | 7,814 | 135 | 225 | 3 | 142 | 9,997 |
| WAUBONSEE COMMUNITY COLLEGE | 358 | 16 | 20,387 | 181 | 590 | 63 | 361 | 21,962 |
| WILLIAM RAINEY HARPER COLLEGE | 150 | 13 | 6,233 | 58 | 412 | 119 | 32 | 7,291 |
| | | 17 | 12,939 | 148 | 275 | 384 | 1,419 | 15,747 |
| TOTAL PUBLIC COMM. COLLEGES | 62,395 | 2,291 | 263,394 | 13,464 | 29,739 | 2,377 | 24,643 | 396,513 |
| MULTIPLE PURPOSE PRIVATE INSTITUTIONS | | | | | | | | |
| AUGUSTANA COLLEGE | 131 | 4 | 1,621 | 13 | 7 | 17 | 504 | 2,297 |
| AURORA COLLEGE | 121 | 2 | 1,167 | 9 | 49 | 5 | 7 | 1,360 |
| BARAT COLLEGE | 32 | 0 | 668 | 6 | 7 | 32 | 21 | 766 |
| BRADLEY UNIVERSITY | 53 | 0 | 117 | 1 | 1 | 12 | 2 | 186 |
| CENTRAL YMCA COMM COLLEGE | 416 | 9 | 5,153 | 69 | 66 | 63 | 2 | 5,778 |
| COLLEGE OF ST. FRANCIS | 1,471 | 17 | 127 | 11 | 293 | 137 | 152 | 2,189 |
| COLUMBIA COLLEGE | 98 | 3 | 3,396 | 51 | 52 | 3 | 3 | 3,605 |
| CONCORDIA COLLEGE | 1,638 | 16 | 2,190 | 69 | 215 | 45 | 3 | 4,176 |
| DELOURDES COLLEGE | 36 | 1 | 1,256 | 13 | 6 | 13 | 1 | 1,324 |
| DEPAUL UNIVERSITY | 29 | 0 | 185 | 52 | 14 | 3 | 0 | 283 |
| EAST-WEST UNIVERSITY | 1,385 | 16 | 10,933 | 372 | 592 | 115 | 23 | 13,436 |
| ELMHURST COLLEGE | 598 | 0 | 3 | 13 | 4 | 1 | 0 | 619 |
| EUREKA COLLEGE | 159 | 11 | 2,834 | 47 | 215 | 15 | 548 | 3,829 |
| FELICIAN COLLEGE | 44 | 0 | 385 | 0 | 2 | 1 | 0 | 432 |
| GEORGE WILLIAMS COLLEGE | 14 | 0 | 239 | 6 | 81 | 24 | 11 | 375 |
| GREENVILLE COLLEGE | 127 | 2 | 1,568 | 21 | 27 | 5 | 117 | 1,867 |
| | 11 | 0 | 771 | 10 | 1 | 13 | 1 | 807 |

TABLE II-IC (CONTINUED)

STUDENT CHARACTERISTIC DATA

| INSTITUTION | BLACK NON-HISPANIC | AM. INDIAN OR ALASKAN NATIVE | WHITE NON-HISPANIC | ASIAN OR PACIFIC ISLANDER | HISPANIC | NON-RESIDENT ALIEN | NI INDICATION | TOTAL |
|---|---|---|---|---|---|---|---|---|
| MULTIPLE PURPOSE PRIVATE INSTITUTIONS (CONT.) | | | | | | | | |
| ILLINOIS BENEDICTINE COLLEGE | 32 | 0 | 756 | 2 | 12 | 2 | 1,524 | 2,328 |
| ILLINOIS COLLEGE | 7 | 0 | 743 | 2 | 3 | 4 | 4 | 763 |
| ILLINOIS INSTITUTE OF TECHNOLOGY | 787 | 5 | 4,729 | 565 | 184 | 949 | 219 | 7,438 |
| ILLINOIS WESLEYAN UNIVERSITY | 95 | 0 | 1,592 | 19 | 11 | 3 | 2 | 1,726 |
| JUDSON COLLEGE | 22 | 1 | 420 | 2 | 4 | 3 | 0 | 452 |
| KENDALL COLLEGE | 130 | 0 | 133 | 6 | 7 | 0 | 0 | 276 |
| KNOX COLLEGE | 24 | 1 | 832 | 14 | 4 | 15 | 3 | 893 |
| LAKE FOREST COLLEGE | 41 | 1 | 1,766 | 6 | 13 | 83 | 3 | 913 |
| LEWIS UNIVERSITY | 268 | 1 | 2,387 | 33 | 65 | 17 | 3 | 2,774 |
| LINCOLN COLLEGE | 288 | 3 | 771 | 19 | 21 | 15 | 5 | 1,122 |
| LOYOLA UNIVERSITY | 1,161 | 13 | 11,451 | 484 | 459 | 73 | 1,278 | 14,919 |
| MACCORMAC COLLEGE | 34 | 0 | 330 | 3 | 33 | 2 | 0 | 402 |
| MACMURRAY COLLEGE | 57 | 1 | 615 | 7 | 15 | 1 | 0 | 696 |
| MALLINCKRODT COLLEGE | 9 | 0 | 226 | 20 | 11 | 0 | 0 | 266 |
| MCKENDREE COLLEGE | 75 | 2 | 592 | 2 | 9 | 1 | 14 | 695 |
| MILLIKIN UNIVERSITY | 79 | 2 | 1,663 | 5 | 23 | 2 | 42 | 1,816 |
| MONMOUTH COLLEGE | 13 | 0 | 610 | 0 | 0 | 33 | 3 | 659 |
| MUNDELEIN COLLEGE | 249 | 6 | 1,338 | 25 | 82 | 35 | 3 | 1,738 |
| NATIONAL COLL EDUC - MAIN CAMPUS | 219 | 8 | 1,956 | 36 | 23 | 2 | 92 | 2,336 |
| NATL COLL EDUC - URBAN CAMPUS | 261 | 9 | 721 | 114 | 277 | 3 | 36 | 1,421 |
| NATIVE AMERICAN EDUC. SERVICES | 0 | 52 | 1 | 0 | 0 | 0 | 0 | 53 |
| NORTH CENTRAL COLLEGE | 1 | 5 | 1,213 | 12 | 27 | 3 | 3 | 1,264 |
| NORTH PARK COLL + THEOL SEMINARY | 94 | 6 | 1,217 | 31 | 66 | 15 | 1 | 1,430 |
| NORTHWESTERN UNIVERSITY | 0 | 0 | 0 | 0 | 0 | 0 | 15,791 | 15,791 |
| OLIVET NAZARENE COLLEGE | 69 | 1 | 1,681 | 6 | 11 | 12 | 0 | 1,780 |
| PARKS COLLEGE OF ST. LOUIS UNIV | 56 | 0 | 939 | 14 | 12 | 24 | 0 | 1,045 |
| PRINCIPIA COLLEGE | 17 | 1 | 813 | 0 | 1 | 33 | 0 | 865 |
| QUINCY COLLEGE | 49 | 1 | 825 | 5 | 11 | 63 | 0 | 954 |
| ROCKFORD COLLEGE | 0 | 0 | 0 | 0 | 0 | 0 | 1,311 | 1,311 |
| ROOSEVELT UNIVERSITY | 2,217 | 16 | 1,651 | 247 | 215 | 631 | 33 | 4,999 |
| ROSARY COLLEGE | 58 | 0 | 1,663 | 24 | 27 | 13 | 24 | 1,809 |
| ST AUGUSTINE COLLEGE | 0 | 0 | 0 | 1 | 576 | 0 | 0 | 577 |
| ST XAVIER COLLEGE | 169 | 1 | 2,122 | 7 | 0 | 1 | 5 | 2,305 |
| SHIMER COLLEGE | 16 | 1 | 35 | 1 | 1 | 1 | 0 | 55 |
| SPERTUS COLLEGE OF JUDAICA | 2 | 0 | 161 | 0 | 0 | 12 | 0 | 175 |
| SPRINGFIELD COLLEGE IN ILLINOIS | 20 | 2 | 435 | 5 | 2 | 1 | 0 | 465 |
| TRINITY COLLEGE | 10 | 2 | 638 | 15 | 15 | 1 | 3 | 684 |
| TRINITY CHRISTIAN COLLEGE | 14 | 0 | 928 | 6 | 1 | 17 | 0 | 966 |
| UNIVERSITY OF CHICAGO | 154 | 11 | 2,737 | 436 | 153 | 621 | 0 | 3,324 |

TABLE II-IC (CONTINUED)

STUDENT CHARACTERISTIC DATA

| INSTITUTION | BLACK NON-HISPANIC | AM. INDIAN OR ALASKAN NATIVE | WHITE NON-HISPANIC | ASIAN OR PACIFIC ISLANDER | HISPANIC | NON-RESIDENT ALIEN | NO INDICATION | TOTAL |
|---|---|---|---|---|---|---|---|---|
| MULTIPLE PURPOSE PRIVATE INSTITUTIONS (CONT.) | | | | | | | | |
| WHEATON COLLEGE | 20 | 6 | 2,262 | 68 | 29 | 73 | 72 | 2,521 |
| TOTAL | 12,783 | 226 | 89,480 | 1,029 | 4,961 | 1,243 | 22,127 | 134,259 |
| LIMITED PURPOSE PRIVATE INSTITUTIONS | | | | | | | | |
| AERO-SPACE INSTITUTE | | | | | | | | |
| ALFRED ADLER INSTITUTE | 16 | 0 | 15 | 0 | 5 | 37 | 0 | 73 |
| AMERICAN CONSERVATORY OF MUSIC | 2 | 0 | 99 | 0 | 3 | 3 | 1 | 106 |
| BETHANY THEOLOGICAL SEMINARY | 45 | 0 | 248 | 9 | 12 | 19 | 0 | 331 |
| BRISK RABBINICAL COLLEGE | 1 | 0 | 133 | 2 | 5 | 3 | 0 | 144 |
| CATHOLIC THEOLOGICAL UNION | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 33 |
| CHICAGO COLL OSTEOPATHIC MED | 4 | 0 | 286 | 1 | 6 | 2 | 0 | 298 |
| CHICAGO MEDICAL SCHOOL | 10 | 0 | 377 | 2 | 0 | 4 | 0 | 393 |
| CHICAGO NAT. COLL. OF NAPRAPATHY | 24 | 0 | 687 | 25 | 0 | 0 | 0 | 736 |
| CHICAGO SCH. OF PROF. PSYCHOLOGY | 19 | 1 | 97 | 0 | 3 | 14 | 0 | 134 |
| CHICAGO THEOLOGICAL SEMINARY | 1 | 1 | 95 | 0 | 0 | 1 | 0 | 97 |
| DE ANDREIS INSTITUTE OF THEOLOGY | 32 | 0 | 119 | 2 | 0 | 0 | 0 | 153 |
| DR. SCHOLL COLLEGE OF PODIATRICS | 1 | 0 | 31 | 0 | 0 | 0 | 0 | 32 |
| FOREST INSTITUTE OF PROF. PSYCH. | 20 | 2 | 573 | 12 | 4 | 0 | 0 | 611 |
| GARRETT EVANGELICAL THEOL SEM | 3 | 0 | 110 | 0 | 14 | 7 | 0 | 134 |
| HOOVER THEOLOGICAL COLLEGE | 51 | 0 | 281 | 4 | 0 | 0 | 0 | 336 |
| ILLINOIS COLLEGE OF OPTOMETRY | 0 | 0 | 122 | 0 | 1 | 11 | 0 | 134 |
| INT. MISSIONARY BAPTIST INST. | 4 | 0 | 566 | 26 | 0 | 0 | 0 | 596 |
| INDUSTRIAL ENGINEERING COLLEGE | 5 | 0 | 15 | 0 | 5 | 1 | 0 | 26 |
| INSTITUTE FOR PSYCHOANALYSIS | 22 | 0 | 95 | 13 | 0 | 0 | 0 | 130 |
| JOHN MARSHALL LAW SCHOOL | 1 | 0 | 153 | 0 | 15 | 6 | 0 | 175 |
| LAKE FOREST SCH OF MANAGEMENT | 12 | 2 | 1,525 | 7 | 1 | 0 | 0 | 1,547 |
| LINCOLN CHRISTIAN COLLEGE | 5 | 0 | 157 | 4 | 10 | 0 | 0 | 176 |
| LUTHERAN SCHOOL OF THEOLOGY | 4 | 0 | 525 | 2 | 5 | 0 | 0 | 536 |
| MCCORMICK THEOLOGICAL SEMINARY | 1 | 0 | 256 | 1 | 5 | 1 | 0 | 264 |
| MEADVILLE - LOMBARD THEOL SCHOOL | 47 | 0 | 497 | 20 | 1 | 10 | 1 | 576 |
| MIDWEST COLLEGE OF ENGINEERING | 0 | 0 | 31 | 0 | 33 | 1 | 0 | 65 |
| MOODY BIBLE INSTITUTE | 4 | 1 | 251 | 23 | 0 | 0 | 0 | 279 |
| MORRISON INSTITUTE OF TECHNOLOGY | 9 | 1 | 1,237 | 12 | 2 | 0 | 0 | 1,261 |
| NAGUIB SCHOOL OF SCULPTURE | 12 | 0 | 137 | 6 | 11 | 21 | 0 | 187 |
| NATIONAL COLLEGE OF CHIROPRACTIC | 0 | 0 | 4 | 0 | 5 | 0 | 0 | 9 |
| NORTHERN BAPTIST THEOL SEMINARY | 13 | 1 | 911 | 11 | 0 | 0 | 0 | 925 |
| ROBERT MORRIS COLLEGE | 17 | 0 | 156 | 2 | 4 | 38 | 0 | 217 |
| | 375 | 2 | 778 | 12 | 20 | 0 | 0 | 1,187 |
| | | | | | 136 | 0 | 11 | 1,414 |

TABLE II-1[illegible] (CONTINUED)

STUDENT CHARACTERISTIC DATA

| INSTITUTION | BLACK NON-HISPANIC | AM. INDIAN OR ALASKAN NATIVE | WHITE NON-HISPANIC | ASIAN OR PACIFIC ISLANDER | HISPANIC | NON-RESIDENT ALIEN | NO INDICATION | TOTAL |
|---|---|---|---|---|---|---|---|---|
| LIMITED PURPOSE PRIVATE INSTITUTIONS (CONT.) | | | | | | | | |
| ROCKFORD BUSINESS COLLEGE | 38 | 0 | 65 | 0 | 1 | 0 | 0 | 104 |
| RUSH UNIVERSITY | 92 | 0 | 930 | 59 | 28 | 3 | 3 | 1,115 |
| ST MARY OF THE LAKE SEMINARY | 3 | 0 | 136 | 0 | 3 | 1 | 0 | 143 |
| SCHOOL OF THE ART INSTITUTE | 171 | 2 | 1,230 | 91 | 45 | 2 | 256 | 1,715 |
| SEABURY - WESTERN THEOL SEMINARY | 2 | 1 | 69 | 0 | 0 | 1 | 0 | 73 |
| SHERWOOD MUSIC SCHOOL | 20 | 0 | 28 | 0 | 0 | 0 | 0 | 48 |
| TELSHE YESHIVA | 0 | 3 | 32 | 0 | 0 | 1 | 0 | 36 |
| TRINITY EVANGELICAL SCHOOL | 7 | 0 | 924 | 13 | 6 | 45 | 0 | 995 |
| VANDERCOOK COLLEGE OF MUSIC | 38 | 0 | 79 | 0 | 6 | 1 | 0 | 124 |
| TOTAL | 1,217 | 18 | 14,282 | 364 | 419 | 334 | 261 | 16,896 |
| PROPRIETARY INSTITUTIONS | | | | | | | | |
| AMERICAN ACADEMY OF ART | 0 | 0 | 0 | 0 | 0 | 0 | 986 | 986 |
| CHICAGO COLLEGE OF COMMERCE | 266 | 1 | 165 | 2 | 12 | 0 | 0 | 446 |
| COLLEGE OF AUTOMATION, CHICAGO | 160 | 0 | 28 | 11 | 14 | 0 | 8 | 221 |
| DEVRY INSTITUTE OF TECHNOLOGY | 1,451 | 15 | 2,734 | 433 | 490 | 75 | 0 | 5,178 |
| GEM CITY COLLEGE, QUINCY | 0 | 1 | 136 | 1 | 0 | 0 | 0 | 138 |
| HARRINGTON INST/INT. DESIGN-CHI. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ILLINOIS SCH OF PROFESSIONAL PSY | 11 | 0 | 222 | 1 | 1 | 4 | 462 | 701 |
| ILLINOIS TECHNICAL COLLEGE | 162 | 0 | 70 | 14 | 24 | 4 | 0 | 274 |
| INTERN. ACAD. OF MERCH. + DESIGN | 69 | 0 | 368 | 9 | 16 | 1 | 0 | 463 |
| KELLER GRADUATE SCHOOL OF MGMT. | 181 | 0 | 1,137 | 31 | 14 | 3 | 0 | 1,386 |
| MARION ADULT ED + CAR. TRNG-CHI. | 243 | 0 | 10 | 0 | 2 | 0 | 0 | 255 |
| METROPOLITAN SCHL/BUSINESS-CHI. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MIDSTATE COLLEGE | 51 | 0 | 327 | 0 | 1 | 0 | 0 | 379 |
| NORTHWESTERN BUS. COLL., CHICAGO | 71 | 1 | 114 | 4 | 11 | 0 | 0 | 201 |
| RAY-VOGUE SCHOOL OF DESIGN, CHI. | 81 | 1 | 105 | 10 | 12 | 0 | 0 | 209 |
| REID COLL OF DETECTION OF DECEPT | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 5 |
| TOTAL | 2,666 | 19 | 5,445 | 521 | 661 | 121 | 1,456 | 11,289 |
| TOTAL PRIVATE INSTITUTIONS | 16,566 | 263 | 109,237 | 3,914 | 5,129 | 3,709 | 24,727 | 163,545 |
| TOTAL ALL INSTITUTIONS | 99,101 | 3,450 | 521,678 | 19,139 | 30,468 | 12,503 | 58,281 | 744,839 |

SOURCE: FALL ENROLLMENT SURVEY

TABLE II-11

STUDENT CHARACTERISTIC DATA

HOME STATE OF FIRST-TIME FRESHMEN STUDENTS ENROLLED IN ILLINOIS COLLEGES AND UNIVERSITIES, BY TYPE OF INSTITUTION, FALL 1981

| STATE | PUBLIC INSTITUTIONS | | | PRIVATE INSTITUTIONS | | | ALL INSTITUTIONS |
|---|---|---|---|---|---|---|---|
| | UNIVERSITIES | COMMUNITY COLLEGES | TOTAL | MULTIPLE PURPOSE | LIMITED PURPOSE | TOTAL | |
| ALABAMA | 2 | 1 | 3 | 14 | 1 | 15 | 18 |
| ALASKA | 1 | 0 | 1 | 11 | 0 | 11 | 12 |
| ARIZONA | 16 | 0 | 16 | 24 | 3 | 27 | 43 |
| ARKANSAS | 10 | 0 | 10 | 15 | 4 | 19 | 29 |
| CALIFORNIA | 79 | 0 | 79 | 196 | 12 | 208 | 287 |
| COLORADO | 10 | 0 | 10 | 73 | 5 | 78 | 88 |
| CONNECTICUT | 10 | 0 | 10 | 96 | 1 | 97 | 107 |
| DELAWARE | 5 | 0 | 5 | 10 | 1 | 11 | 16 |
| DISTRICT OF COLUMBIA | 5 | 0 | 5 | 21 | 0 | 21 | 26 |
| FLORIDA | 46 | 0 | 46 | 127 | 16 | 143 | 189 |
| GEORGIA | 8 | 0 | 8 | 40 | 1 | 41 | 49 |
| HAWAII | 4 | 0 | 4 | 24 | 1 | 25 | 29 |
| IDAHO | 0 | 0 | 0 | 3 | 1 | 4 | 4 |
| ILLINOIS | 24,599 | 97,363 | 121,961 | 15,552 | 4,782 | 20,334 | 142,295 |
| INDIANA | 55 | 251 | 306 | 354 | 133 | 487 | 793 |
| IOWA | 19 | 27 | 46 | 131 | 34 | 165 | 211 |
| KANSAS | 9 | 0 | 9 | 55 | 1 | 56 | 65 |
| KENTUCKY | 7 | 2 | 9 | 47 | 3 | 50 | 59 |
| LOUISIANA | 4 | 0 | 4 | 14 | 0 | 14 | 18 |
| MAINE | 3 | 0 | 3 | 24 | 1 | 25 | 28 |
| MARYLAND | 17 | 0 | 17 | 98 | 8 | 106 | 123 |
| MASSACHUSETTS | 9 | 0 | 9 | 157 | 4 | 161 | 170 |
| MICHIGAN | 22 | 1 | 23 | 347 | 63 | 410 | 433 |
| MINNESOTA | 5 | 0 | 5 | 159 | 17 | 176 | 181 |
| MISSISSIPPI | 3 | 0 | 3 | 8 | 4 | 12 | 15 |
| MISSOURI | 129 | 5 | 134 | 263 | 58 | 321 | 454 |
| MONTANA | 1 | 0 | 1 | 7 | 2 | 9 | 10 |
| NEBRASKA | 5 | 0 | 5 | 38 | 3 | 41 | 46 |
| NEVADA | 1 | 0 | 1 | 5 | 0 | 5 | 5 |
| NEW HAMPSHIRE | 1 | 0 | 1 | 14 | 2 | 15 | 17 |
| NEW JERSEY | 20 | 0 | 20 | 143 | 6 | 149 | 169 |
| NEW MEXICO | 2 | 0 | 2 | 12 | 1 | 13 | 15 |
| NEW YORK | 31 | 2 | 33 | 391 | 20 | 411 | 444 |
| NORTH CAROLINA | 21 | 0 | 21 | 22 | 2 | 24 | 45 |
| NORTH DAKOTA | 1 | 0 | 1 | 5 | 0 | 5 | 6 |
| OHIO | 25 | 1 | 26 | 309 | 25 | 334 | 360 |
| OKLAHOMA | 5 | 0 | 5 | 31 | 0 | 31 | 36 |

TABLE II-11 (CONTINUED)

STUDENT CHARACTERISTIC DATA

| STATE | PUBLIC INSTITUTIONS | | | PRIVATE INSTITUTIONS | | | ALL INSTITUTIONS |
|---|---|---|---|---|---|---|---|
| | UNIVERSITIES | COMMUNITY COLLEGES | TOTAL | MULTIPLE PURPOSE | LIMITED PURPOSE | TOTAL | |
| OREGON | 1 | 0 | 1 | 28 | 2 | 30 | 31 |
| PENNSYLVANIA | 14 | 1 | 15 | 173 | 13 | 186 | 201 |
| RHODE ISLAND | 2 | 0 | 2 | 6 | 0 | 6 | 8 |
| SOUTH CAROLINA | 2 | 0 | 2 | 15 | 2 | 17 | 19 |
| SOUTH DAKOTA | 1 | 0 | 1 | 4 | 1 | 5 | 6 |
| TENNESSEE | 17 | 0 | 17 | 42 | 5 | 47 | 64 |
| TEXAS | 4 | 0 | 4 | 79 | 9 | 88 | 92 |
| UTAH | 0 | 0 | 0 | 4 | 0 | 4 | 4 |
| VERMONT | 1 | 0 | 1 | 9 | 1 | 9 | 10 |
| VIRGINIA | 14 | 0 | 14 | 51 | 5 | 56 | 70 |
| WASHINGTON | 15 | 0 | 15 | 37 | 3 | 43 | 58 |
| WEST VIRGINIA | 1 | 0 | 1 | 12 | 0 | 12 | 13 |
| WISCONSIN | 28 | 7 | 35 | 297 | 78 | 375 | 410 |
| WYOMING | 3 | 0 | 3 | 4 | 0 | 4 | 7 |
| TOTAL USA | 25,293 | 97,661 | 122,954 | 19,610 | 5,334 | 24,944 | 147,898 |
| TOTAL US POSSESSIONS | 0 | 77 | 77 | 19 | 1 | 20 | 97 |
| TOTAL FOREIGN | 836 | 95 | 931 | 301 | 55 | 356 | 1,287 |
| UNKNOWN RESIDENCE | 5 | 35 | 40 | 24 | 51 | 75 | 115 |
| GRAND TOTAL | 26,134 | 97,868 | 124,002 | 19,954 | 5,441 | 25,395 | 149,397 |

NOTE: SOME INSTITUTIONS DID NOT PROVIDE DATA FOR THIS TABLE.

SOURCE: FALL ENROLLMENT SURVEY

Appendix 2A

CHICAGO HIGH SCHOOLS

| High School | Code | ACT Score(s) |
|---|---|---|
| Benito Juarez | 01474 | 11 |
| Bogan | 01480 | 22 |
| Bowen | 01490 | 9, 12, 13, 25 |
| Brother Rice* | 01500 | 20 |
| Curie | 01645 | 14, 19, 20 |
| Good Counsel* | 01790 | 21 |
| Gordon Tech* | 01800 | 18, 19, 20, 25 |
| Harrison | 01830 | 13 |
| Josephinum | 01940 | 12, 22 |
| Kelvyn Park | 01950 | 11, 14, 15, 24 |
| Kennedy | 01955 | 19 |
| Lakeview | 01960 | 12, 12, 14, 15, 18 |
| Lane Technical | 01970 | 15, 19 |
| Lourdes* | 02050 | 10, 23 |
| Maria* | 02110 | 16, 17, 18, 25 |
| Mother McCauley* | 02165 | 27 |
| Notre Dame* | 02190 | 13 |
| Resurrection* | 02250 | 11 |
| Roosevelt | 02270 | 14, 15, 16, 22 |
| St. Benedict* | 02340 | 17, 21 |
| St. Francis DeSales* | 02410 | 20 |
| St. Ignatius* | 02450 | 17 |
| St. Rita* | 02660 | 18, 19, 20 |
| St. Scholastica* | 02670 | 17, 20, 23 |
| Senn | 02740 | 13, 13, 16 |
| Sullivan | 02790 | 18 |
| Clemente | 02830 | 7, 7, 9, 12, 14, 16 |
| Von Steuben | 02860 | 23 |
| Washington | 02890 | 21 |
| Weber* | 02900 | 18 |
| Wells | 02910 | 11, 13, 15, 18, 20 |
| Whitney Young | 02927 | 18, 19, 22 |

*denotes private institution

Appendix 2A

CHICAGO HIGH SCHOOLS

| High School | Code | ACT Score(s) |
|---|---|---|
| Benito Juarez | 01474 | 11 |
| Bogan | 01480 | 22 |
| Bowen | 01490 | 9, 12, 13, 25 |
| Brother Rice* | 01500 | 20 |
| Curie | 01645 | 14, 19, 20 |
| Good Counsel* | 01790 | 21 |
| Gordon Tech* | 01800 | 18, 19, 20, 25 |
| Harrison | 01830 | 13 |
| Josephinum | 01940 | 12, 22 |
| Kelvyn Park | 01950 | 11, 14, 15, 24 |
| Kennedy | 01955 | 19 |
| Lakeview | 01960 | 12, 12, 14, 15, 18 |
| Lane Technical | 01970 | 15, 19 |
| Lourdes* | 02050 | 10, 23 |
| Maria* | 02110 | 16, 17, 18, 25 |
| Mother McCauley* | 02165 | 27 |
| Notre Dame* | 02190 | 13 |
| Resurrection* | 02250 | 11 |
| Roosevelt | 02270 | 14, 15, 16, 22 |
| St. Benedict* | 02340 | 17, 21 |
| St. Francis DeSales* | 02410 | 20 |
| St. Ignatius* | 02450 | 17 |
| St. Rita* | 02660 | 18, 19, 20 |
| St. Scholastica* | 02670 | 17, 20, 23 |
| Senn | 02740 | 13, 13, 16 |
| Sullivan | 02790 | 18 |
| Clemente | 02830 | 7, 7, 9, 12, 14, 16 |
| Von Steuben | 02860 | 23 |
| Washington | 02890 | 21 |
| Weber* | 02900 | 18 |
| Wells | 02910 | 11, 13, 15, 18, 20 |
| Whitney Young | 02927 | 18, 19, 22 |

*denotes private institution

ILLINOIS SUBURBAN - RURAL HIGH SCHOOLS

| Home Town | High School | Code | ACT Score | Applicants |
|---|---|---|---|---|
| Frankfort | N.A. | 61000 | 17 | 1 |
| Glendale | Glenbard North | 01188 | 16 | 1 |
| Glen Ellyn | Glenbard North | 01188 | 29 | 1 |
| | Glenbard West | 04380 | 22 | 1 |
| Glenview | Maine East | 07210 | 15 | 1 |
| Hazel Crest | Marion Catholic H.S. | 02950 | 18 | 1 |
| Highland Park | Highland Park Trop. | 04800 | 18 | 1 |
| Hoffman Estates | Schaumburg | 08265 | 25 | 1 |
| | Conant | 07135 | 18 | 1 |
| Joliet | St. Francis Acad. | 05010 | 23 | 1 |
| La Grange | Lyons Trop. North | 05250 | 23 | 1 |
| Lake Bluff | Lake Forest H.S. | 05320 | 19 | 1 |
| Lincolnwood | Loyola Acad. | 09460 | 25 | 1 |
| Lisle | Lisle | 05565 | 22 | 1 |
| Lombard | Glenbard East | 05635 | 22 | 1 |
| Maywood | Walther Lutheran | 06110 | 20 | 1 |
| | Proviso East | 06040 | 23 | 1 |
| Moline | Moline Senior H.S. | 06300 | 17 | 1 |
| Montgomery | East Aurora | 00400 | 21,17 | 2 |
| Mundelein | Mundelein H.S. | 06616 | 17 | 1 |
| Oak Lawn | Richards H.S. | 06904 | 22 | 1 |
| Oak Park | Oak Park - River Forest | 06930 | 20 | 1 |
| | Fenwick | 06920 | 23 | 1 |
| Oswego | Yorkville H.S. | 09680 | 20 | 1 |
| Ottawa | Ottawa Trop. H.S. | 07110 | 27 | 1 |
| Riverdale | Seton H.S. | 08485 | 18 | 1 |
| Park Ridge | Maine South | 07215 | 27 | 1 |

ILLINOIS SUBURBAN - RURAL HIGH SCHOOLS

| Home Town | High School | Code | ACT Score | Applicants |
|---|---|---|---|---|
| Frankfort | N.A. | 61000 | 17 | 1 |
| Glendale | Glenbard North | 01188 | 16 | 1 |
| Glen Ellyn | Glenbard North | 01188 | 29 | 1 |
| | Glenbard West | 04380 | 22 | 1 |
| Glenview | Maine East | 07210 | 15 | 1 |
| Hazel Crest | Marion Catholic H.S. | 02950 | 18 | 1 |
| Highland Park | Highland Park Trop. | 04800 | 18 | 1 |
| Hoffman Estates | Schaumburg | 08265 | 25 | 1 |
| | Conant | 07135 | 18 | 1 |
| Joliet | St. Francis Acad. | 05010 | 23 | 1 |
| La Grange | Lyons Trop. North | 05250 | 23 | 1 |
| Lake Bluff | Lake Forest H.S. | 05320 | 19 | 1 |
| Lincolnwood | Loyola Acad. | 09460 | 25 | 1 |
| Lisle | Lisle | 05565 | 22 | 1 |
| Lombard | Glenbard East | 05635 | 22 | 1 |
| Maywood | Walther Lutheran | 06110 | 20 | 1 |
| | Proviso East | 06040 | 23 | 1 |
| Moline | Moline Senior H.S. | 06300 | 17 | 1 |
| Montgomery | East Aurora | 00400 | 21,17 | 2 |
| Mundelein | Mundelein H.S. | 06616 | 17 | 1 |
| Oak Lawn | Richards H.S. | 06904 | 22 | 1 |
| Oak Park | Oak Park - River Forest | 06930 | 20 | 1 |
| | Fenwick | 06920 | 23 | 1 |
| Oswego | Yorkville H.S. | 09680 | 20 | 1 |
| Ottawa | Ottawa Trop. H.S. | 07110 | 27 | 1 |
| Riverdale | Seton H.S. | 08485 | 18 | 1 |
| Park Ridge | Maine South | 07215 | 27 | 1 |

ILLINOIS SUBURBAN - RURAL HIGH SCHOOLS

| Home Town | High School | Code | ACT Score | Applicants |
|---|---|---|---|---|
| Rockfalls | Newman Central Catholic | 08630 | 11 | 1 |
| | Rock Falls | 07910 | 20 | 1 |
| Rockford | Harlem | 07938 | 22 | 1 |
| | Rockford East | 07960 | 18 | 1 |
| Rolling Meadows | Rolling Meadows | 08023 | 29 | 1 |
| Romeoville | St. Francis Acad. | 05010 | 23 | 1 |
| | Romeoville H.S. | 08027 | 22 | 1 |
| Roselle | Lake Park | 08035 | 23,12 | 2 |
| | Conant H.S. | 07135 | 17 | 1 |
| Streamwood | Streamwood | 08705 | 13 | 1 |
| Silvis | St. Thomas | 07990 | 15 | 1 |
| Skokie | Niles West | 08440 | 20 | 1 |
| | Niles North | 08435 | 25 | 1 |
| St. Charles | N.A. | 53000 | 25 | 1 |
| Steger | Bloom Trop. | 02940 | 8 | 1 |
| Sterling | Sterling Trop | 08640 | 19,18,19 | 3 |
| Waukegan | Waukegan West H.S. | 09290 | 22,17 | 2 |
| | Warren Trop. H.S. | 04600 | 22 | 1 |
| Westchester | Proviso West H.S. | 04820 | 22 | 1 |
| Westmont | Westmont | 09382 | 18 | 1 |
| West Chicago | West Chicago | 09340 | 11,12,10 | 3 |
| Wheaton | Joliet Acad. | 05575 | 23 | 1 |
| Wildwood | Warren Trop. | 04600 | 25 | 1 |
| Winthrop Harbor | Zion - Benton Trop. H.S. | 09700 | 26 | 1 |
| Wooddale | Lake Park | 08035 | 19 | 1 |
| Woodstock | Crystal Lake | 03222 | 20 | 1 |

Appendix 3

UNDERGRADUATE ADMISSIONS INFORMATION FOR
ILLINOIS SPONSORED UNIVERSITIES

Chicago State University

1. Rank in the upper 1/4 of high school class, or
2. ACT composite score of 16.

Eastern Illinois University

1. Fall semester: upper 1/2 of high school class or ACT composite of 22.
2. Spring semester: upper 2/3 of high school class or ACT composite of 20.
3. Summer term only: graduation from high school.

Illinois State University

1. Upper 1/4 of high school class / no minimum ACT score.
2. Second 1/4 of high school class / 12 on ACT.
3. Third 1/4 of high school class / 18 on ACT.
4. Bottom 1/4 of high school class / 20 on ACT.

Northeastern Illinois University

1. Upper 1/2 of high school class, or
2. ACT composite score of 23.

Northern Illinois University

1. Upper 1/3 of high school class / 22 ACT (Assured Admissions).
2. Upper 1/2 of high school class / 17 ACT (Preferred Admission).

Southern Illinois University at Carbondale

1. Upper 1/2 of high school class / 15 ACT.
2. ACT of 18 (regardless of class rank).
3. Upper 2/3 of high school class or ACT composite of 15 (spring semester only).

Southern Illinois University at Edwardsville

1. Fall quarter: upper 1/2 of high school class or 18 ACT.
2. Lower 1/2 of high school class with lower ACT may enter summer, winter, or spring quarter on conditional status.

University of Illinois at Urbana

Each individual College and/or Department establishes its own admission criteria.

University of Illinois at Chicago

1. Upper 1/2 of high school class / 12 ACT (all colleges except Business and Engineering).
2. College of Business: Selective Index - upper 1/2 high school class / 17 ACT.
3. College of Engineering: upper 1/2 of high school class / 18 ACT.

Western Illinois University

Fall Semester: 1. Upper 1/2 of high school class or 22 ACT (Immediate Admission).

2. Upper 2/3 of high school class or 19 ACT.

Spring and Summer Semesters: Upper 2/3 of high school class or 19 ACT.

Governor's State University and
Sangamon State University

Senior Universities: Admission limited to juniors, seniors, and Graduate Students.

Appendix 4

SPECIAL SERVICES
US DEPARTMENT OF EDUCATION
FINAL PERFORMANCE REPORT
PROGRAM YEAR 1979-1980

| Chicago 4 yr. institutions * | No. of Latinos served | No. of population served | % of total population served |
|---|---|---|---|
| Chicago State University | 10 | 216 | 4.63% |
| Loyola University of Chicago | 71 | 217 | 32.87% |
| Northeastern Illinois University | 49 | 112 | 43.75% |
| Roosevelt University | 11 | 250 | 4.40% |
| | 141 | 795 | 17.74% |
| **Chicago 2 yr. institutions** | | | |
| Central YMCA Community College | 46 | 625 | 7.36% |
| City College of Chicago | 50 | 350 | 14.28% |
| | 96 | 975 | 9.85% |
| **Non-Chicago 4 yr. institutions** | | | |
| Governors State University | 8 | 375 | 2.13% |
| Northern Illinois University | 92 | 934 | 9.85% |
| Southern Illinois Univeristy (Carbondale) | 7 | 295 | 2.37% |
| Southern Illinois University (Edwardsville) | 11 | 500 | 2.20% |
| University of Illinois-Urbana | 22 | 143 | 15.38% |
| | 140 | 2247 | 6.23% |
| **Non-Chicago 2 yr. institutions** | | | |
| Blackhawk College-Quad Cities | 25 | 336 | 7.44% |
| Elgin Community College | 212 | 551 | 38.48% |
| John A. Logan College | 7 | 253 | 2.77% |
| Prairie State College | 22 | 403 | 5.41% |
| State Community College | 1 | 261 | .38% |
| Triton College | 10 | 300 | 3.33% |
| | 277 | 2104 | 13.16% |
| Associated Colleges of the Midwest (Illinois only) | 7 | 123 | 5.69% |
| TOTALS | 661 | 6244 | 10.58% |

*This report did not have information or data on the University of Illinois at Chicago.